

OMB Control No: 0970-0517

Expiration date: 12/31/2024

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Quality Progress Report (QPR)

For

Texas

FFY 2024

QPR Status: Accepted as of 2025-03-31 14:07:26 GMT

The Quality Progress Report (QPR) collects information from states and territories (hereafter referred to as lead agencies) to describe investments to improve the quality of care available for children from birth to age 13. This report meets the requirements in the Child Care and Development Block Grant (CCDBG) Act of 2014 for lead agencies to submit an annual report that describes how quality funds were expended, including the activities funded and the measures used to evaluate progress in improving the quality of child care programs and services.

For purposes of simplicity and clarity, the specific provisions of applicable laws printed herein are sometimes paraphrases of, or excerpts and incomplete quotations from, the full text. The lead agency acknowledges its responsibility to adhere to the applicable laws regardless of these modifications.

The contents of this document do not have the force and effect of law and are not meant to bind the public in any way. This document is intended only to provide clarity to the public regarding existing requirements under the law or agency policies.

QUALITY PROGRESS REPORT

The Quality Progress Report (QPR) collects information from lead agencies to describe investments to improve the quality of care available for children from birth to age 13. This report meets the requirements in the Child Care and Development Block Grant (CCDBG) Act of 2014 for lead agencies to submit an annual report that describes how quality funds were expended, including the activities funded and the measures used to evaluate progress in improving the quality of child care programs and services. Lead agencies are also required to report on their Child Care and Development Fund (CCDF) quality improvement investments through the CCDF Plan, which collects information on the proposed quality activities for a three-year period; and through the ACF-696, which collects quarterly expenditure data on quality activities.

The annual data provided by the QPR will be used to describe how lead agencies are spending a significant investment per year to key stakeholders, including Congress, federal, state and territory administrators, providers, parents, and the public.

Specifically, this report will be used to:

- Ensure accountability and transparency for the use of CCDF quality funds, including a set-aside for quality infant and toddler care and activities funded by American Rescue Plan (ARP) Act
- Track progress toward meeting state- and territory-set indicators and benchmarks for improvement of child care quality based on goals and activities described in CCDF Plans; and
- Understand efforts in progress towards all child care settings meeting the developmental needs of children
- Inform federal technical assistance efforts and decisions regarding strategic use of quality funds.

What Period Must Be Included: All sections of this report cover the federal fiscal year activities (October 1, 2023, through September 30, 2024), unless otherwise stated. Data should reflect the cumulative totals for the fiscal year being reported, unless otherwise stated.

What Data Should Lead Agencies Use: Lead agencies may use data collected by other government and nongovernment agencies (e.g., CCR&R agencies or other TA providers) in addition to their own data as appropriate. We recognize that lead agencies may not have all of the data requested initially but expect progress towards increased data capacity. The scope of this report covers quality improvement activities funded at least in part by CCDF in support of CCDF activities. Lead agencies must describe their progress in meeting their stated goals for improving the quality of child care as reported in their FFY 2022-2024 CCDF Plan.

How is the QPR Organized?

The first section of the QPR gathers basic data on the population of providers in the state or territory and goals for quality improvement and glossary of relevant terms. The rest of the report is organized according to the ten authorized uses of quality funds specified in the CCDBG Act of 2014:

- 1) Support the training and professional development of the child care workforce
- 2) Improve the development or implementation of early learning and development guidelines
- 3) Develop, implement, or enhance a quality rating improvement system for child care providers
- 4) Improve the supply and quality of child care for infants and toddlers
- 5) Establish or expand a lead agency wide system of child care resource and referral services
- 6) Support compliance with lead agency requirements for licensing, inspection, monitoring, training, and health and safety
- 7) Evaluate the quality of child care programs in the state or territory, including how programs positively impact children
- 8) Support providers in the voluntary pursuit of accreditation
- 9) Support the development or adoption of high-quality program standards related to health, mental health, nutrition, physical activity, and physical development
- 10) Other activities to improve the quality of child care services supported by outcome measures that improve provider preparedness, child safety, child well-being, or kindergarten-entry.

The Office of Child Care (OCC) recognizes that quality funds may have been used to address the coronavirus 2019 (COVID-19) pandemic. These activities should be reflected in the relevant sections of the QPR.

When is the QPR Due to ACF?

The QPR will be due to the Administration for Children and Families (ACF) by the designated lead agency no later than December 31, 2024.

Glossary of Terms

The following terms are used throughout the QPR. These definitions can also be found in section 98.2 in the CCDBG Act of 2014. For any term not defined, please use the lead agency definition of terms to complete the QPR.

Center-based child care provider means a provider licensed or otherwise authorized to provide child care services for fewer than 24 hours per day per child in a non-residential setting, unless in

care in excess of 24 hours is due to the nature of the parent(s)' work. Associated terms include "child care centers" and "center-based programs."

Director means a person who has primary responsibility for the daily operations and management for a child care provider, which may include a family child care provider, and which may serve children from birth to kindergarten entry and children in school-age child care.

Family child care provider means one or more individuals who provide child care services for fewer than 24 hours per day per child in a private residence other than the child's residence, unless care in excess of 24 hours is due to the nature of the parent(s)' work. Associated terms include "family child care homes."

In-home child care provider means an individual who provides child care services in the child's own home.

License-exempt means facilities that are not required to meet the definition of a facility required to meet the CCDF section 98.2 definition of "licensing or regulatory requirements." Associated terms include "legally exempt" and "legally operating without regulation."

Licensed means a facility required by the state to meet the CCDF section 98.2 definition of "licensing or regulatory requirements," which explains that the facility meets "requirements necessary for a provider to legally provide child care services in a state of locality, including registration requirements established under state, local or tribal law."

Programs refer generically to all activities under the CCDF, including child care services and other activities pursuant to §98.50 as well as quality activities pursuant to §98.43.

Provider means the entity providing child care services.

Staffed family child care (FCC) networks are programs with paid staff that offer a menu of ongoing services and resources to affiliated FCC educators. Network services may include individual supports (for example, visits to child care homes, coaching, consultation, warmlines, substitute pools, shared services, licensing TA, mental health services) and group supports (for example, training workshops, facilitated peer support groups).

Teacher means a lead teacher, teacher, teacher assistant or teacher aide who is employed by a child care provider for compensation on a regular basis, or a family child care provider, and whose responsibilities and activities are to organize, guide and implement activities in a group or individual basis, or to assist a teacher or lead teacher in such activities, to further the cognitive, social, emotional, and physical development of children from birth to kindergarten entry and children in school-age child care.

1) Overview

To gain an understanding of the availability of child care in the state or territory, please provide the following information on the total number of child care providers.

1.1 State or Territory Child Care Provider Population

1.1.1 Total Number of Licensed Providers:

Enter the total number of licensed child care providers that operated in the state or territory as of September 30, 2024. These counts should include all licensed child care providers, not just those serving children receiving CCDF subsidies.

☒ Licensed center-based programs **10496**

☐ Unable to provide number. Indicate reason:

Additional clarification: Based on most recent submission of the FY 2024 ACF-800 data there were 6893 licensed center-based programs receiving CCDF funding. Please report the number of ALL licensed center-based programs operating in the state here, regardless of receipt of CCDF funding.

☒ Licensed family child care homes **4228**

☐ Unable to provide number. Indicate reason:

Additional clarification: Based on most recent submission of the FY 2024 ACF-800 data there were 491 licensed family child care homes receiving CCDF funding. Please report the number of ALL licensed family child care homes operating in the state here, regardless of receipt of CCDF funding.

2) Supporting the training and professional development of the child care workforce

Goal: *Ensure the lead agency's professional development systems or framework provides initial and ongoing professional development and education that result in a stable child care workforce with the competencies and skills to support all domains of child development.*

2.1 Lead Agency Progression of Professional Development

2.1.1 Professional Development Registry:

Did the lead agency use a workforce registry or professional development registry to track progression of professional development during October 1, 2023 to September 30, 2024?

☒ Yes. If yes, describe: **The Texas Workforce Registry, a web-based application for early childhood education (ECE) professionals who work with children birth to age eight, allows ECE professionals to keep track of their education, employment history, and training hours. As of September 30, 2024, 76,482 practitioners and 4,931 administrators are utilizing the registry in some capacity.**

☐ No. If no, what alternative does the lead agency use to track the progression of professional development for teachers/providers serving children who receive CCDF subsidy? Describe:

2.1.2 Participation in Professional Development Registry:

Are any teachers/providers required to participate?

☒ Yes. If yes, describe: **Statewide participation is voluntary; however, effective January 2021, child care programs participating in Texas Rising Star were required to have, at minimum, a program director account within the Texas Workforce Registry.**

☐ No. If no, describe:

2.1.3 Number of Participants in Professional Development Registry:

Total number of participants in the registry as of September 30, 2024 **81413**

2.1.4 Spending - Professional Development Registry:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

☒ Yes, if so which funding source(s) were used?

- ☒ CCDF quality funds
- ☐ Non-CCDF funds
- ☐ CARES funds
- ☐ CRRSA Funds
- ☐ ARP Supplemental Discretionary
- ☐ ARP Stabilization 10% set-aside
- ☐ Unable to report. Indicate reason:

☐ No

2.2 Workforce Development

2.2.1 Professional Development and Career Pathways Support:

How did the lead agency help teachers/providers progress in their education, professional development, and/or career pathway between October 1, 2023 and September 30, 2024 (check all that apply)? If selected, how many staff received each type of support?

- ☒ Scholarships (for formal education institutions) **1779**
- ☒ Financial bonus/wage supplements tied to education levels **2206**
- ☐ Career advisors, mentors, coaches, or consultants
- ☒ Reimbursement for training **511**
- ☐ Loans
- ☐ Substitutes, leave (paid or unpaid) for professional development
- ☒ Other. Describe: **All programs participating in CCS (subsidy) - certified or Entry Level (8,053 CCS programs) receive mentoring which may include professional development and career pathway support**
- ☐ N/A. Describe:

2.2.2 Spending - Professional Development and Career Pathways Support:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

☒ Yes, if so which funding source(s) were used?

- ☒ CCDF quality funds
- ☐ Non-CCDF funds
- ☐ CARES funds
- ☐ CRRSA Funds

- ☐ ARP Supplemental Discretionary
- ☐ ARP Stabilization 10% set-aside
- ☐ Unable to report. Indicate reason:

☐ No

2.3 Child Care Provider Qualifications

2.3.1 Number of Licensed Child Care Programs Qualifications:

Total number of staff in licensed child care programs with the following qualification levels as of September 30, 2024:

☒ Child Development Associate (CDA) **1240**

☒ Associate's degree in an early childhood education field (e.g. psychology, human development, education) **1044**

☒ Bachelor's degree in an early childhood education field (e.g. psychology, human development, education) **733**

☐ State child care credential

☐ State infant/toddler credential

☒ Unable to report this data. Indicate reason: **Data is limited to those currently in the Texas Workforce Registry (WFR) with complete accounts. Licensed Child Care Programs includes licensed centers and licensed and registered homes.**

An additional 233 staff have master's degrees or higher in an early childhood education field.

2.3.2 Number of Licensed CCDF Child Care Programs Qualifications:

Total number of staff in licensed CCDF child care programs with the following qualification levels as of September 30, 2024:

☒ Child Development Associate (CDA) **1042**

☒ Associate's degree in an early childhood education field (e.g. psychology, human development, education) **866**

☒ Bachelor's degree in an early childhood education field (e.g. psychology, human development, education) **555**

☐ State child care credential

☐ State infant/toddler credential

[x] Unable to report this data. Indicate reason: Data is limited to those currently in the Texas Workforce Registry (WFR) with complete accounts. Licensed Child Care Programs includes licensed centers and licensed and registered homes.

An additional 171 staff have master's degrees or higher in an early childhood education field.

2.4 Technical Assistance for Professional Development

2.4.1 Technical Assistance Topics:

Technical assistance on the following topics is available to providers as part of the lead agency's professional development system (can be part of QRIS or other system that provides professional development to child care providers):

[x] Business Practices

[x] Mental health for children

[] Emergency Preparedness Planning

[x] Other. Describe other technical assistance available to providers as part of the professional development system: Trauma-informed care, Children with Disabilities, and Social/Emotional learning

TWC does not collect data across all professional development initiatives/grants to indicate which provider type was trained on these topics. Boards may use quality funds to provide local training on these topics.

As described in section 11.7, TWC made free business coaching available to all regulated child care programs. As of September 30, 2024, nearly 3,000 child care programs had received some type of business coaching and more than 5,400 had received business practices training. These totals are not unduplicated across professional development initiatives.

2.4.2 Spending - Technical Assistance for Professional Development:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

[x] Yes, if so which funding source(s) were used?

[x] CCDF quality funds

- ☐ Non-CCDF funds
- ☐ CARES funds
- ☐ CRRSA Funds
- ☒ ARP Supplemental Discretionary
- ☐ ARP Stabilization 10% set-aside
- ☐ Unable to report. Indicate reason:

☐ No

2.5 Spending – Training and Professional Development

2.5.1 Spending – Training and Professional Development:

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) to support the training and professional development of the child care workforce during October 1, 2023 to September 30, 2024? **\$27559910**

☐ Unable to report total amount spent. Indicate reason:

Optional: Use this space to tell us any additional information about how funds were spent that is not captured in the items already reported. **Local Workforce Boards may choose to use CCDF funds to support the training and professional development of the child care workforce. The total reported includes statewide initiatives, such as the Professional Development Scholarship initiative and supporting the Texas Workforce Registry, as well as local Board initiative spending (i.e., conferences, training sessions, college scholarships and CDA stipends). ARPA funding was used to support Business Coaching and the CCRF Call Center.**

2.6 Progress Update

2.6.1 Progress Update – Training and Professional Development:

Supporting the training and professional development of the child care workforce

Measurable indicators of progress the state/territory reported in section 6.3.2 of the FFY 2022-2024 CCDF Plan.

Each month, TWC

(https://www.twc.texas.gov/childcarenumbers/Texas_Statewide_System_monthly.html) tracks the number and percentage of the following for each level of Texas Rising Star:

Subsidized providers participating in Texas Rising Star;

Subsidized children in Texas Rising Star®certified provider care;
Texas Rising Star providers as a share of regulated providers; and
Texas Rising Star providers by provider type (for example, center-based,
registered home, and licensed home)

This and other data can be found at the Child Care by the Numbers web page, launched
in 2021, at
(https://www.twc.texas.gov/childcarenumbers/Texas_Statewide_System_monthly.html
)

https://www.twc.texas.gov/childcarenumbers/Texas_Statewide_System_monthly.html.

Additionally, each quarter, TWC monitors Boards' CCDF quality expenditures and the
progress made toward improving the quality of child care programs, including
monitoring the following measures:

Providers receiving financial supports (one-time or ongoing grants or stipends)
Provider staff receiving scholarships, bonuses, or wage supplements
Providers receiving financial or mentoring support to achieve national
accreditation

Measure: Subsidized providers participating in Texas Rising Star

In Fiscal Year 2018 (FY'18): 1,558

In FY'19: 1,884

In FY'20: 1,949

Measure: Subsidized children who receive care at Texas Rising Star®certified providers

In FY'17: 30,074

In FY'18: 30, 830

In FY'19: 41,178

In FY'20: 48,724

Measure: Total child care capacity among Texas Rising Star®certified providers

In FY'18: 166,162

In FY'19: 201,593

In FY'20: 227,075

TWC has awarded funds through a competitive procurement process to provide professional development scholarships at the postsecondary level, with the Texas Association for the Education of Young Children (TXAEYC) Teacher Education And Compensation Helps (T.E.A.C.H.) program consistently being selected. The T.E.A.C.H. program provides scholarships to child care professionals who want to obtain a Child Development Associate (CDA) certificate or a Certified Childcare Professional credential. TXAEYC also uses the funds to provide scholarships to child care professionals to pursue courses that lead to an associate's degree in early childhood education. In 2020, TWC expanded the effort to include funding for bachelor's degrees and apprenticeships.

Professional development scholarships help educators achieve progressive educational and career advancement by attaining stackable credentials. Additionally, the scholarship program helps eligible early learning programs retain well-qualified staff and meet Texas Rising Star staff qualifications.

From Board Contract Year 2016 (BCY'16) through BCY'20, TXAEYC was instrumental in advancing child care professional development, awarding 755 CDA assessment fee scholarships and 316 associate's degree scholarships. Additionally, the wages of

recipients who attained a CDA or associate's degree increased by an average of 679 percent in FY'20.

Additionally, TWC will consider collecting data related to the following:

- The number of child care professionals who participate in T.E.A.C.H.

- The number of child care professionals who participate in a Board's scholarship program

- The number of child care professionals who earn their CDA or degree through T.E.A.C.H. or a Board's scholarship program

- The number of child care professionals who defer or drop out of T.E.A.C.H. and Boards' scholarship programs

- The type and number of professional development trainings funded by Boards and TWC

- The number of trainings that may count toward a CDA certificate or early childhood degree

In addition to the measures described above, TWC monitors financial aid provided to providers:

Measure: The number of provider staff members receiving scholarships, bonuses, or wage supplements

In FY'18: 3,574

In FY'19: 3,577

In FY'20: 4,500

The number of provider facilities receiving financial support

Onetime grants, awards, bonuses

FY'18: 1,021

FY'19: 1,573

FY'20: 2,168

Ongoing or periodic quality stipends

FY'18: 137

FY'19: 204

FY'20: 325

Each Board determines the appropriate mix of provider financial aid and other quality activities that will best meet the needs of the local workforce development area each year. The provision of financial aid to provider staff and provider facilities in FY'20 compared to that of FY'18 represents an average increase of 92 percent in overall support. Scholarships, wage supplements, bonuses, and other types of support increased by 26 percent over the same period, and support for provider facilities increased by an average of 124 percent.

On November 2, 2021, TWC's three-member Commission (Commission) approved increasing the Professional Development Scholarship initiative by \$3.5 million in Fiscal Year 2022 and by \$3.5 million in Fiscal Year 2023.

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 6.3.2 of the FFY 2022-2024 CCDF Plan: The biggest indicator of progress is participation in the state's QRIS. TWC monitors Texas Rising Star participation on a monthly basis. In FY2024, Texas saw a 36% increase in the number of Texas Rising Star-certified programs. Texas Rising Star data is available on TWC's Child Care by the Numbers website:

<https://www.twc.texas.gov/programs/child-care-numbers>

TWC also monitors the Boards' use of CCDF quality funds quarterly, tracking reported activities for each QPR category. Local Boards provide training and professional development supports to child care teachers and administrators through virtual and in-person training sessions, board-funded and third-party funded conferences, higher education scholarships and stipends, and CDA course work.

TWC's Professional Development Scholarship initiative provided funding to T.E.A.C.H. Early Childhood® TEXAS, which provides scholarships for those working in licensed child care centers and registered or licensed family child care homes in Texas. CCDF-funded scholarships were available for the CDA assessment fee, associate and bachelor's degrees, and registered apprenticeship programs. TWC added an additional \$3.5 million of ARPA discretionary funding to this initiative to support an increase in participants and expand funding for participant release time and travel costs. This initiative is still in progress with a total of 764 CDA scholarships awarded, 632 Associate scholarships awarded, 189 Bachelor scholarships awarded, and 245 participants in the apprenticeship program—a 68% increase in total participants supported in FY'24.

Additionally, TWC dedicated COVID-stimulus funding for the following professional development activities:

- Texas A&M University's AgriLife Extension to create and provide free online training to Texas child care providers. The Texas Annual Training Suite offers up to 20 clock hours of training via 12 online courses to support early childhood educators in meeting required Child Care Regulation's minimum standards. As of September 2024, 75,435 participants have accessed at least one of the Texas Annual Training Suite courses. Additionally, the Child Care Business Training courses were linked to AgriLife Extension, and 2,095 early childhood educators have completed those courses. 210,818 early childhood educators completed other courses developed and posted by this grant.
- Child care programs with fewer than 100 employees can apply to TWC Skills for Small Business program for training offered by their local community or technical college with the purpose to enhance their business operations by obtaining training needed to upgrade their new and current employee's skills. As of September 2024, 28 colleges are participating, with 235 participants.
- In April 2023, TWC awarded six grants totaling \$1,000,000 to plan and/or implement the expansion or creation of a child care RAP. Grantees with planning grants must register their program with the U.S. Department of Labor (DOL). The grantees

Camp Fire First Texas, Collin County Community College, Dallas College, South Texas College, the University of Texas Health Science Center at Houston, and Workforce Solutions for the Heart of Texas ☐ designed RAPS that help early childhood educators obtain, at a minimum, a Child Development Associate Credential. In November 2023, five of the six grantees extended their contracts through May 2024. Upon completion of the second round of grants, there were 198 apprentices enrolled by five grantees with one grantee planning to enroll 20 apprentices directly after the end of the grant due to a delay in obtaining approval from the DOL. There were 84 employers (eligible child care providers) participating, and 18 partners providing additional funding support to the new or existing RAP.

Additional initiatives TWC has continued to support in FFY'24 include:

- In February 2024, TWC renewed the Staff Retention grant with Raising Austin to implement evidence-based strategies shown to create supportive work environments and improve retention of child care staff through supports. This training has increased director and owner capacity as administrators of small businesses and provides tools and resources for them to support their business and retention of critically needed staff. Since the inception of the grant (August 2020) through September 2024, 255 participants have completed this training.

3) Improving early learning and development guidelines

Goal: To ensure the lead agency has research-based early learning and development guidelines appropriate for children birth to age 12, including children with special needs and dual language learners that are used to inform practice and professional development.

3.1 Early Learning and Development Guidelines

3.1.1 Spending - Early Learning and Development Guidelines:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to improve early learning and development guidelines during October 1, 2023 to September 30, 2024?

☐ Yes, if so which funding source(s) were used?

- ☐ CCDF quality funds
- ☐ Non-CCDF funds
- ☐ CARES funds
- ☐ CRRSA Funds
- ☐ ARP Supplemental Discretionary
- ☐ ARP Stabilization 10% set-aside
- ☐ Unable to report. Indicate reason:

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) on improving upon the development or implementation of early learning and development guidelines? \$

☐ Unable to report total amount spent. Indicate reason

Optional: Use this space to tell us any additional information about how funds were spent that is not capture in the item already reported:

☒ No

3.2 Progress Update

3.2.1 Progress Update - Early Learning and Development Guidelines:

Improving upon the development or implementation of early learning and development guidelines.

Measurable indicators of progress the state/territory reported in section 6.4.3 of the FFY 2022-2024 CCDF Plan:

Note: The information displayed is from the most recent approved FFY2022-2024 CCDF Plan.

The Texas Rising Star program requires all early learning program directors to obtain training in the guidelines that are applicable to the ages of the children they serve.

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 6.4.3 of the FFY 2022-2024 CCDF Plan:

In FY2024, TWC evaluated the following measures:

- **the number of provider staff trained by local Boards on the infant and toddler guidelines: 176**
- **the number of provider staff trained by local Boards on the Pre-K guidelines: 244**
- **the number of providers meeting Texas Rising Star standards for infant and toddler and prekindergarten guidelines: 3,843**

The Texas Early Learning Council (TELC), including representation from TWC, published the Little Texans[®] Big Futures guidelines in 2013 and are available to parents, providers, and the public at <https://childrenslearninginstitute.org/resources/itelg/>.

In 2022, TEA revised the Prekindergarten Guidelines (Pre-K Guidelines) which were revised based on updated research and feedback from focus groups including removing “deficit language,” adding inclusive language for special populations, improving clarity and specificity to eliminate repetition and ambiguity, aligning outcomes to the Kindergarten TEKS, and improving usability of the Guidelines.

4) Developing, implementing, or enhancing a quality rating and improvement system (QRIS) and other transparent system of quality indicator

Goal: To ensure the lead agency implements a quality rating and improvement system, or other quality rating system, to promote high-quality early care and education programs.

4.1 Quality rating and improvement system status

4.1.1 QRIS or other system of quality improvement status:

Indicate the status and include a description of the lead agency's quality rating and improvement system (QRIS) or other system of quality improvement during October 1, 2023 to September 30, 2024?

☒ The lead agency QRIS is operating state- or territory-wide.

- General description of QRIS: **Texas defines high quality through the Texas Rising Star program. Providers that achieve Texas Rising Star certification at a Two-Star or higher offer high-quality care that exceeds the Texas Health and Human Services Commission minimum Child Care Regulation (CCR) minimum standards for director and staff qualifications, teacher-child interactions, age-appropriate curricula and activities, indoor/outdoor environments and activities, program administration, and parent involvement and education. As providers progress through the three levels of Texas Rising Star certification (Two-Star, Three-Star, and Four-Star) via a hybrid scoring system, they demonstrate higher levels of quality. Texas Rising Star provides professional development, resources, and mentoring to support providers to improve and maintain the quality of child care programs.**
- How many tiers/levels? **4** [insert number of tiers below as required and describe each tier and check off which are high quality]
 - Tier/Level 1: **Entry Level designation**
To qualify for Entry Level designation, a child care program must be licensed or registered with Child Care Regulation (CCR) or regulated by the United States Military; not on Corrective or Adverse Action with CCR; and not exceed the points threshold of 40 for high- and/or medium-high-weighted CCR deficiencies (based on a review of the most recent 6 months of CCR licensing history). Once designated as Entry Level, the child care program will have a maximum of 24 months to attain star-level certification in Texas Rising Star.

[] High Quality

- Tier/Level 2: Texas Rising Star Two-Star

A Texas Rising Star assessment assigns each of the four certification categories a star level based on the average score across the points-based subcategory measures. Additionally, each category is assigned a specific weight that is used to calculate the program's overall star level. Category 2, Teacher-Child Interactions, has the highest weight at 40 percent and the remaining 3 Categories are weighted at 20% each. The score for a points-based measure in which multiple classrooms are assessed is based on the median score of the measures, which are then averaged. The methodology for determining the star level of a category is based on the early learning program's average score across all measures of a category: Two-Star—average score is below 1.80 (less than 60 percent of total possible points).

[x] High Quality

- Tier/Level 3: Texas Rising Star Three-Star

A Texas Rising Star assessment assigns each of the four certification categories a star level based on the average score across the points-based subcategory measures. Additionally, each category is assigned a specific weight that is used to calculate the program's overall star level. Category 2, Teacher-Child Interactions, has the highest weight at 40 percent and the remaining 3 Categories are weighted at 20% each. The score for a points-based measure in which multiple classrooms are assessed is based on the median score of the measures, which are then averaged. The methodology for determining the star level of a category is based on the early learning program's average score across all measures of a category: Three-Star—average score is 1.80 to 2.39 (60–79.9 percent of total possible points).

[x] High Quality

- Tier/Level 4: Texas Rising Star Four-Star

A Texas Rising Star assessment assigns each of the four certification categories a star level based on the average score across the points-based subcategory measures. Additionally, each category is assigned a specific weight that is used to calculate the program's overall star level. Category 2, Teacher-Child Interactions, has the highest weight at 40 percent and the remaining 3 Categories are weighted at 20% each. The score for a points-based measure in which multiple classrooms are assessed is based on the median score of the measures, which are then

averaged. The methodology for determining the star level of a category is based on the early learning program's average score across all measures of a category: Four-Star—average score is 2.4 or greater (80 percent of total possible points).

☒ High Quality

- Tier/Level 5:
☐ High Quality
- Tier/Level 6:
☐ High Quality
- Tier/Level 7:
☐ High Quality
- Tier/Level 8:
☐ High Quality
- Tier/Level 9:
☐ High Quality
- Tier/Level 10:
☐ High Quality

- Total number of licensed child care centers meeting high quality definition: **3065**
- Total number of licensed family child care homes meeting high quality definition: **421**
- Total number of CCDF providers meeting high quality definition: **3843**
- Total number of children served by providers meeting high quality definition: **139257**

☐ The lead agency QRIS is operating a pilot (e.g., in a few localities, or only a few levels) but not fully operating state- or territory-wide.

- General description of pilot QRIS (e.g., in a few localities, or only a few levels):
- Which localities if not state/territory-wide?
- How many tiers/levels? [insert number of tiers below as required and describe each tier and check off which are high quality
 - Tier/Level 1:
☐ High Quality
 - Tier/Level 2:
☐ High Quality
 - Tier/Level 3:
☐ High Quality
 - Tier/Level 4:

- ☐ High Quality
 - Tier/Level 5:
 - ☐ High Quality
 - Tier/Level 6:
 - ☐ High Quality
 - Tier/Level 7:
 - ☐ High Quality
 - Tier/Level 8:
 - ☐ High Quality
 - Tier/Level 9:
 - ☐ High Quality
 - Tier/Level 10:
 - ☐ High Quality
- Total number of licensed child care centers meeting high quality definition:
- Total number of licensed family child care homes meeting high quality definition:
- Total number of CCDF providers meeting high quality definition:
- Total number of children served by providers meeting high quality definition:
- ☐ The lead agency is operating another system of quality improvement.
 - General description of other system:
 - Describe assessment scores, accreditation, or other metrics associated with this system:
 - Describe how “high quality” is defined in this system?
 - Total number of licensed child care centers meeting high quality definition:
 - Total number of licensed family child care homes meeting high quality definition:
 - Total number of CCDF providers meeting high quality definition:
 - Total number of children served by providers meeting high quality definition:
- ☐ The lead agency does not have a QRIS or other system of quality improvement.
 - Do you have a definition of high quality care?
 - ☐ Yes, define:
 - Total number of licensed child care centers meeting high quality definition:
 - Total number of licensed family child care homes meeting high quality definition:
 - Total number of CCDF providers meeting high quality definition:

- Total number of children served by providers meeting high quality definition:

☐ No

4.1.2 Spending - Quality rating and improvement system status:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

☒ Yes, if so which funding source(s) were used?

☒ CCDF quality funds

☐ Non-CCDF funds

☐ CARES funds

☐ CRRSA Funds

☐ ARP Supplemental Discretionary

☐ ARP Stabilization 10% set-aside

☐ Unable to report. Indicate reason:

☐ No

4.2 Quality Rating and Improvement Systems participation

4.2.1 QRIS or other system of quality improvement participation:

What types of providers participated in the QRIS or other system of quality improvement during October 1, 2023 to September 30, 2024 (check all that apply)?

☒ Licensed child care centers

☒ Licensed family child care homes

☒ License-exempt providers

☒ Programs serving children who receive CCDF subsidy

☐ Early Head Start programs

☐ Head Start programs

☐ State Prekindergarten or preschool programs

☐ Local district-supported Prekindergarten programs

☒ Programs serving infants and toddlers

☒ Programs serving school-age children

☒ Faith-based settings

☒ Tribally operated programs

[] Other. Describe:

4.3 Quality Rating and Improvement Systems Benefits

4.3.1 Quality Rating and Improvement Systems Benefits:

What types of financial incentives or technical assistance are available for providers related to QRIS or other system of quality improvement? Check as many as apply.

☒ One-time grants, awards or bonuses

- ☐ Licensed child care centers **unable to determine, see other description**
- ☐ Licensed family child care homes **unable to determine, see other description**

[] On-going or periodic quality stipends

- ☐ Licensed child care centers
- ☐ Licensed family child care homes

☒ Higher CCDF subsidy rates (including tiered rating)

- ☐ Licensed child care centers **3065**
- ☐ Licensed family child care homes **421**

☒ Ongoing technical assistance to facilitate participation in QRIS or improve quality of programs already participating in QRIS (or some other technical assistance tied to QRIS)

☒ Other. Describe **Boards may provide one-time grants, awards or bonuses to child care programs in an effort to support obtaining or maintaining Texas Rising Star certification. 8,053 Texas Rising Star-certified programs and programs working towards certification (homes and centers combined) were provided grants towards materials and equipment such as outdoor equipment, indoor learning materials and furniture, curriculum, and technology. TWC did not require Boards to report each provider type served and some providers reported may have received multiple grants.**

Reimbursement rates are set using a tiered system for Two-, Three-, and Four-Star certification levels. Effective October 1, 2024, the Commission approved the reimbursement rates to set the base rate at the 75th percentile of the 2023 MRS, with the Four-Star rate at least 9% higher, the Three-Star rate at least 7 percent higher, and the Two-Star rate at least 5% higher.

4.3.2 Spending - Quality Rating and Improvement Systems Benefits:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

☒ Yes, if so which funding source(s) were used?

☒ CCDF quality funds

☐ Non-CCDF funds

☐ CARES funds

☐ CRRSA Funds

☐ ARP Supplemental Discretionary

☐ ARP Stabilization 10% set-aside

☐ Unable to report. Indicate reason:

☐ No

4.4 Spending – Quality Rating and Improvement Systems

4.4.1 Spending – Quality Rating and Improvement Systems:

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) related to QRIS or other quality rating systems during October 1, 2023 to September 30, 2024? **\$45770805**

☐ Unable to report total amount spent. Indicate reason

Optional: Use this space to tell us any additional information about how funds were spent that is not captured in the items already reported. **Local Workforce Boards may choose to use CCDF Child care quality 4% funds to support QRIS. The total includes any applicable statewide initiatives, such as Texas Rising Star assessor and mentor funding and local Board initiative spending (i.e., grants for materials and equipment).**

4.5 Progress Update

4.5.1 Progress Update – Quality Rating and Improvement Systems:

Developing, implementing, or enhancing a quality rating and improvement system (QRIS) or other transparent system of quality indicators.

Measurable indicators of progress the state/territory reported in section 7.3.6 of the FFY 2022-2024 CCDF Plan:

Note: The information displayed is from the most recent approved FFY2022-2024 CCDF Plan.
As described in Section 7.1.1, TWC

(https://www.twc.texas.gov/childcarenumbers/Texas_Statewide_System_monthly.html) tracks the number and percentage of:

- subsidized providers participating in Texas Rising Star;
- subsidized children in Texas Rising Star-certified provider care;
- Texas Rising Star providers as a share of regulated providers; and
- Texas Rising Star providers by provider type (center-based, registered home, and licensed home).

Child Care by the Numbers:
(https://www.twc.texas.gov/childcarenumbers/Texas_Statewide_System_monthly.html)

https://www.twc.texas.gov/childcarenumbers/Texas_Statewide_System_monthly.html

Additionally, TWC tracks the number of:

- providers receiving financial supports (onetime or ongoing grants/stipends);
- provider staff receiving scholarships, bonuses, or wage supplements; and
- providers receiving financial or mentoring support to achieve national accreditation.

Data for these measures as of September 2020:

Measure: Number of providers receiving financial support (onetime grants/stipends)

In FY 2018: 1,021

In FY 2019: 1,573

In FY 2020: 2,168

Measure: Number of providers receiving financial support (ongoing or periodic grants/stipends)

In FY 2018: 137

In FY 2019: 204

In FY 2020: 325

Measure: Number of provider staff members receiving scholarships, bonuses, or wage supplements

In FY 2018: 3,574

In FY 2019: 3,577

In FY 2020: 4,500

Measure: Number of providers receiving financial or mentoring support to achieve national accreditation

In FY 2018: 118

In FY 2019: 135

In FY 2020: 74

Beginning in 2021, Texas Rising Star also requires providers to participate in a Continuous Quality Improvement Plan (CQIP) that is jointly developed and managed by a provider and their mentor. To support the CQI framework, TWC has directed funding for CLI to add features to the Engage system to collect data on each provider's quality improvement goals, strategies, and progress. Providers will be able to set intentional, achievable goals at the program level and optionally at the individual practitioner level.

TWC will continue to explore opportunities to improve the way the agency and Boards measure the impacts of quality improvement initiatives.

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 7.3.6 of the FFY 2022-2024 CCDF Plan: **TWC monitors the number of providers participating in Texas Rising Star at Entry Level and certified levels. In FY2024, 48% of providers receiving subsidies participated in Texas Rising Star as a certified provider (3,843 Texas Rising Star providers out of 8,053 subsidized providers). The number of programs that accept subsidies and participate in Texas Rising Star as a certified provider increased 35 percent from FY2023 to FY2024.**

To support child care programs in obtaining and maintaining Texas Rising Star certification, mentors create an online Continuous Quality Improvement Plan (CQIP) within the Texas Rising Star assessment platform, Engage. This CQIP tool allows mentors to input each child care program's individualized CQIP to support them in either obtaining, maintaining, or increasing their star-level.

5) Improving the supply and quality of child care programs and services for infants and toddlers

Goal: Ensure adequate and stable supply of high quality child care with a qualified, skilled workforce to promote the healthy development of infants and toddlers. Please report on all activities funded by quality dollars and infant toddler set-aside.

5.1 Infant/Toddler Specialists

5.1.1 Infant/Toddler Specialists:

Did providers have access to infant/toddler specialists during October 1, 2023 to September 30, 2024?

☒ Yes

- Number of specialists available to all providers **573**
- Number of specialists available to providers serving children who receive CCDF **573**
- Number of specialists available specifically trained to support family child care providers **573**
- Number of providers served **7713**
- Total number of children reached **62386**

☐ No, there are no infant/toddler specialists in the state/territory.

☐ N/A. Describe:

5.1.2 Infant/Toddler Specialists Supports Provided:

If yes, what supports do the infant/toddler specialists provide?

☒ Relationship-caregiving practices (or quality caregiving/developmentally appropriate practices)

☒ On-site and virtual coaching

☒ Health and safety practices

☒ Individualized professional development consultation (e.g., opportunities for or awareness on career growth opportunities, degreed/credential programs)

☒ Group professional development

☐ Family engagement and partnerships

☐ Part C early intervention services

☒ Mental health of babies, toddlers, and families

☐ Mental health of providers

☒ Behavioral Health

☐ Other. Describe

5.1.3 Spending – Infant/Toddler Specialists:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

☒ Yes, if so which funding source(s) were used?

☒ CCDF quality funds

☐ Non-CCDF funds

☐ CARES funds

☐ CRRSA Funds

☐ ARP Supplemental Discretionary

☐ ARP Stabilization 10% set-aside

☐ Unable to report. Indicate reason:

☐ No

5.2 Staffed Family Child Care Networks

5.2.1 Number and Description of Staffed Family Child Care Networks:

How many staffed family child care networks operated during October 1, 2023 to September 30, 2024?

☒ Number of staffed family child care networks: **2**

- Describe what the network/hub provides to participating family child care providers: **TWC's Family Child Care Networks (FCCNs) were designed to provide one-on-one support as well as facilitated peer learning communities. This regional-based system supported and coordinated the work of registered or licensed family child care programs by creating a community of professional development and peer support to better the experiences for the children and families they serve. The FCCNs, which ended January 2024, offered free resources, training, and services, including mentoring and coaching from Avance, Inc (Coastal Bend area) and United Way of Denton County (North Central Texas area).**

☐ No staffed family child care networks operate in state/territory

5.2.2 Spending - Staffed Family Child Care Networks:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

☒ Yes, if so which funding source(s) were used?

☒ CCDF quality funds

☐ Non-CCDF funds

☐ CARES funds

☐ CRRSA Funds

☐ ARP Supplemental Discretionary

☐ ARP Stabilization 10% set-aside

☐ Unable to report. Indicate reason:

☐ No

5.3 Spending - Programs and services for infants and toddlers

5.3.1 Spending - Programs and services for infants and toddlers:

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside), above and beyond to the 3% infant and toddler set-aside, to improve the supply and quality of child care programs and services for infants and toddlers during October 1, 2023 to September 30, 2024? **\$25007910**

☐ Unable to report total amount spent. Indicate reason:

Optional: Use this space to tell us any additional information about how funds were spent that is not captured in the items already reported. **Local Workforce Boards may choose to use CCDF Child care quality 4% funds to support Infant and Toddler programs and services. The total includes any applicable statewide initiatives, such as Texas Infant Toddler Specialist Network and the Family Child Care Network and local Board initiative spending (i.e., grants for materials and equipment).**

PDG funding was used to support an Infant and Toddler initiative with our state's Early Childhood Intervention (IDEA Part C) department at HHSC.

5.4 Progress Update

5.4.1 Progress Update - Programs and services for infants and toddlers:

Improving the supply and quality of child care programs and services for infants and toddlers.

Measurable indicators of progress the state/territory reported in section 7.4.2 of the FFY 2022-2024 CCDF Plan:

Note: The information displayed is from the most recent approved FFY2022-2024 CCDF Plan.

Number of participants in the Family Child Care Network:

As of 1/2021: 63

Number of participants in the Infant Toddler Specialist Network:

As of 12/2020: 213

Number of infant/toddler specialists:

As of 12/2020: 46

Number of infant slots provided:

In 2019: 1764

In 2020: 128

Number of toddler slots provided:

In 2019: 2,673

In 2020: 159

Number of subsidized infants in Texas Rising Star programs vs. non-Texas Rising Star programs

In 2019: 4,196 infants in Texas Rising Star care and 8,722 infants in non-Texas Rising Star care

In 2020: 4,361 infants in Texas Rising Star care and 6,732 infants in non-Texas Rising Star care

Number of subsidized toddlers in Texas Rising Star programs vs. non-Texas Rising Star programs

In 2019: 8,222 toddlers in Texas Rising Star care and 16,282 toddlers in non-Texas Rising Star care

In 2020: 9,591 toddlers in Texas Rising Star care and 14,477 toddlers in non-Texas Rising Star care

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 7.4.2 of the FFY 2022-2024 CCDF Plan: **The Texas Infant-Toddler Specialist Network (ITSN) supports infant and toddler caregivers through two programs:**

- 1. ITSN Specialist Program: which provides resources and professional development to enhance skills. There are 396 specialists participating in this program.**
- 2. ITSN Certification Program: which is a more rigorous program requiring online courses, PLCs, and certification meetings. There are 177 certified specialists who can train other educators with high-quality, research-based training aligned with core competencies and standards.**

The combined number of specialists in Texas ITSN is 573.

External Infant Toddler specialists are not required to provide data relating to how many providers (teachers or centers) and/or children reached that they support, so ITSN surveyed their specialists to garner this data. Of 197 responses, 7,713 providers were served reaching 62,386 children.

Numerous TWC initiatives support infant and toddler teachers and programs that serve infants and toddlers. Additionally, Boards may use CCDF child care quality funds to support specific infant/toddler professional development and supply building of infant and toddler slots within

child care programs in their area.

- Infant slots created: 226
- Toddler slots created: 309

Average number of subsidized infants per day in Texas Rising Star programs vs. non-Texas Rising Star Programs

- 7,112 infants in Texas Rising Star care and 6,129 infants in non-Texas Rising Star programs

Average number of subsidized toddlers per day in Texas Rising Star programs vs. non-Texas Rising Star Programs

- 16,162 toddlers in Texas Rising Star care and 13,181 toddlers in non-Texas Rising Star programs

During FFY'24, TWC implemented a contracted slots pilot in the Alamo workforce development area designed to create 50 new subsidized slots for infant and toddler care. The pilot was funded with ARPA discretionary funds. This program, which ended in April 2024, served 38 children with contracted slots.

Additionally, TWC implemented the Child Care Expansion Initiative. This initiative was designed to build the supply of child care, including care for infants, by providing startup funding to new and expanding child care programs. As of 9/30/2024, TWC awarded 1,068 applications, including 260 applications focused on increasing infant capacity. Overall, TWC awarded \$173,485,552 to support providers in creating 51,981 new slots, including 14,848 new infant slots.

TWC's Family Child Care Networks (FCCNs), based in the North Central Texas and Coastal Bend regions, served 119 home-based providers in FY 2024. The FCCNs offered mentoring and coaching; training from registered TECPDS trainers; assistance for providers seeking registration or licensure; professional development opportunities; network meetings and social events; local resource guides; classroom materials; and software licenses or subscription fees.

6) Establishing, expanding, modifying, or maintaining a statewide system of child care resource and referral services

Goal: Lead agency provides: services to involve families in the development of their children, information on a full range of child care options, and assistance to families in selecting child care that is appropriate for the family's needs and is high quality as determined by the lead agency.

6.1 Spending – Child Care Resource and Referral Services

6.1.1 Spending – Child Care Resource and Referral Services:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to establish, expand, modify, or maintain a statewide CCR&R during October 1, 2023 to September 30, 2024?

☒ Yes, if so which funding source(s) were used?

☒ CCDF quality funds

☐ Non-CCDF funds

☐ CARES funds

☐ CRRSA Funds

☐ ARP Supplemental Discretionary

☐ ARP Stabilization 10% set-aside

☐ Unable to report. Indicate reason:

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) to establish, expand, modify, or maintain a statewide CCR&R during October 1, 2023 to September 30, 2024? **\$625000**

☐ Unable to report total amount spent. Indicate reason:

Optional: Use this space to tell us any additional information about how funds were spent
Texas does not fund Child Care Resource and Referral activities in the traditional sense however, Local Workforce Boards may choose to use CCDF Child care quality 4% funds to support local CCR&R activities. The total includes any applicable statewide initiatives, such as our 2-1-1 initiative.

☐ No

6.2 Progress Update

6.2.1 Progress Update – Child Care Resource and Referral Services:

Establishing, expanding, modifying or maintaining a statewide system of child care resource and referral services.

Measurable indicators of progress the state/territory reported in section 7.5.2 of the FFY 2022-2024 CCDF Plan:

Note: The information displayed is from the most recent approved FFY2022-2024 CCDF Plan.

TWC does not provide funding directly to CCR&R entities; therefore, TWC does not have measures for this activity.

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 7.5.2 of the FFY 2022-2024 CCDF Plan:

Texas does not fund Child Care Resource and Referral activities in the traditional sense however, Local Workforce Boards may choose to use CCDF Child care quality 4% funds to support local CCR&R activities. In FY24, 0 Boards reported any activities directly related to CCR&R activities in their local community. Texas 2-1-1 system is a broad human services referral system and did not have any measures specific to Child Care in FY2024.

7) Facilitating compliance with lead agency requirements for inspection, monitoring, health and safety standards and training, and lead agency licensing standards

Goal: To ensure child care providers maintain compliance with lead agency licensing, inspection, monitoring, and health and safety standards and training.

7.1 Complaints about providers

7.1.1 Number of Complaints about providers:

How many complaints were received regarding providers during October 1, 2023 to September 30, 2024? **11061**

7.1.2 Spending - Complaints about providers:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity (including maintaining a hotline)?

☒ Yes, if so which funding source(s) were used?

☒ CCDF quality funds

☐ Non-CCDF funds

☐ CARES funds

☐ CRRSA Funds

☐ ARP Supplemental Discretionary

☐ ARP Stabilization 10% set-aside

☐ Unable to report. Indicate reason:

☐ No

7.2 Licensing Staff

7.2.1 Number of Licensing Staff:

How many licensing staff positions were there in the state or territory during October 1, 2023 to September 30, 2024? Number of staff **326**

7.2.2 Spending – Licensing Staff:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

☒ Yes, if so which funding source(s) were used?

- ☒ CCDF quality funds
- ☐ Non-CCDF funds
- ☐ CARES funds
- ☐ CRRSA Funds
- ☐ ARP Supplemental Discretionary
- ☐ ARP Stabilization 10% set aside
- ☐ Unable to report. Indicate reason:

☐ No

7.3 Health and Safety Standards Coaching and Technical Assistance

7.3.1 Coaching or technical assistance on health and safety standards as a result of inspection:

How many child care programs received coaching or technical assistance to improve their understanding and adherence to CCDF health and safety standards as a result of an inspection or violation during October 1, 2023 to September 30, 2024? **9784**

7.3.2 Spending - Coaching or technical assistance on health and safety standards as a result of inspection:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

☒ Yes, if so which funding source(s) were used?

- ☒ CCDF quality funds
- ☒ Non-CCDF funds
- ☐ CARES funds
- ☐ CRRSA Funds
- ☐ ARP Supplemental Discretionary
- ☐ ARP Stabilization 10% set-aside
- ☐ Unable to report. Indicate reason:

☐ No

7.4 Spending - Compliance with health, safety, and licensing standards

7.4.1 Spending - Compliance with health, safety, and licensing standards:

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) on facilitating compliance with lead agency requirements for inspections, monitoring, health and safety standards and training, and lead agency licensing standards during October 1, 2023 to September 30, 2024? **\$19264403**

[] Unable to report total amount spent. Indicate reason:

Optional: Use this space to tell us any additional information about how funds were spent that is not captured in the items already reported. **Local Workforce Boards may choose to use CCDF Child Care Quality 4% funds to support health and safety standards. The total includes any applicable statewide initiative, such as Child Care Regulation fundings and local Board initiative spending (i.e., PPE, playground shade structures and CPR training).**

The state did use PDG B-5 funding to support health, safety, and licensing standards compliance, via the Child Care Regulation Navigators initiative.

7.5 Progress Update

7.5.1 Progress Update - Compliance with health, safety, and licensing standards:

Facilitating compliance with lead agency requirements for inspection, monitoring, health and safety standards and training, and lead agency licensing standards.

Measurable indicators of progress the state/territory reported in section 7.6.3 of the FFY 2022-2024 CCDF Plan:

Note: The information displayed is from the most recent approved FFY2022-2024 CCDF Plan.

Measure: Number of applications and investigation inspections, monitoring, and follow-up

FY 2015: 40,625

FY 2016: 38,924

FY 2017: 38,814

FY 2018: 30,975

FY 2019: 30,055

Measure: Number of voluntary plans of action put into effect

FY 2015: 308

FY 2016: 232

FY 2017: 192

FY 2018: 179

FY 2019: 190

Measure: Number of corrective actions put into effect

FY 2015: 155

FY 2016: 112

FY 2017: 87

FY 2018: 71

FY 2019: 76

Measure: Number of illegal operations identified

FY 2015: 3,540

FY 2016: 3,120

FY 2017: 3,023

FY 2018: 2,379

Measure: Number of illegal operations investigations resolved

FY 2015: 3,395

FY 2016: 3,068

FY 2017: 2,481

FY 2018: 1,606

FY 2019: 1,401

Measure: Number of instances of technical assistance offered by minimum standard for non-compliance violations

FY 2015: 31,464

FY 2016: 28,239

FY 2017: 27,470

FY 2018: 18,614

FY 2019: 22,058

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 7.6.3 of the FFY 2022-2024 CCDF Plan: **Between 10/1/2023 and 9/30/2024, Child Care Regulation (CCR) uses the following measures to evaluate progress in facilitating child care provider compliance with state standards:**

- **Number of applications, monitoring, follow-up, and investigation inspections**
 - o **Application and Monitoring ☐ 20,045 (including listed homes)**
 - ☐ **Count of Application and Monitoring Inspections includes Application,**

Monitoring Investigation, Monitoring, and Initial inspection types

- o Follow Up 7 6,818 (including listed homes), 6,139 (without listed homes)
- o Investigation Inspections 7 6,498 (including listed homes), 6,452 (without listed homes)
7 Count of Investigations Inspections includes Investigation and Monitoring

Investigation inspection types

- Number of voluntary plans of action put into effect: 179
- Number of corrective actions put into effect: 20
- 2,509 Illegal operations were identified and 2,117 investigations were resolved (Count includes resolutions for any unregulated operation that was open at any point during the Federal Fiscal Year regardless of when it was identified or re-identified.)
- Technical assistance offered by minimum standard was 78,550 (including listed homes), 78,096 (without listed homes). Count includes Technical Assistance provided for all standards and subchapters. The inspection begin date, assessment date, and intake received date is used to determine if the standard is included within the Federal Fiscal Year.

Additionally, local Boards use CCR data to provide targeted technical assistance to existing and potential Texas Rising Star programs:

- Analyzing the most frequent minimum standards deficiencies for Texas Rising Star providers and targeting training and technical assistance to improve quality and adherence to standards at those providers
- Analyzing non-Texas Rising Star providers whose inspection records indicate potential eligibility for Texas Rising Star and targeting outreach and recruitment of those providers into the program

TWC also monitors the Boards' CCDF quality expenditures quarterly regarding activities that support programs in compliance with health and safety standards. 1958 staff were provided First Aid/CPR training and 170 providers received equipment or materials, such as AED machines.

8) Evaluating and assessing the quality of child care programs and services, including evaluating how programs positively impact children

Goal: Lead agency investment in effective quality improvement strategies using reliable data from evaluation and assessment

8.1 Evaluation and assessment of center-based programs

8.1.1 Evaluation and assessment of center-based programs:

What measure(s) or tool(s) were used to evaluate and assess the quality of and effective practice in center-based programs during October 1, 2023 to September 30, 2024?

- ☒ QRIS
- ☐ CLASS
- ☐ ERS
- ☐ FCCERS
- ☐ ITERS
- ☐ State evaluation tool. Describe
- ☐ Core Knowledge and Competency Framework
- ☐ Other. Describe
- ☐ Do not evaluate and assess quality and effective practice

8.1.2 Spending - Evaluation and assessment of center-based programs:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

☒ Yes, if so which funding source(s) were used?

- ☒ CCDF quality funds
- ☐ Non-CCDF funds
- ☐ CARES funds
- ☐ CRRSA Funds
- ☐ ARP Supplemental Discretionary
- ☐ ARP Stabilization 10% set-aside
- ☐ Unable to report. Indicate reason:

☐ No

8.2 Evaluation and assessment of family child care programs

8.2.1 Evaluation and assessment of family child care programs:

What measure(s) or tool(s) were used to evaluate and assess the quality of and effective practice in family child care programs during October 1, 2023 to September 30, 2024?

- ☒ QRIS
- ☐ CLASS
- ☐ ERS
- ☐ FCCERS
- ☐ ITERS
- ☐ State evaluation tool. Describe
- ☐ Core Knowledge and Competency Framework
- ☐ Other. Describe
- ☐ Do not evaluate and assess quality and effective practice

8.2.2 Spending - Evaluation and assessment of family child care programs:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

☒ Yes, if so which funding source(s) were used?

- ☒ CCDF quality funds
- ☐ Non-CCDF funds
- ☐ CARES funds
- ☐ CRRSA Funds
- ☐ ARP Supplemental Discretionary
- ☐ ARP Stabilization 10% set-aside
- ☐ Unable to report. Indicate reason:

☐ No

8.3 Spending - Evaluation and assessment of child care programs

8.3.1 Spending - Evaluation and assessment of child care programs:

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) on evaluating and assessing the quality of child care programs, practice, or child development during October 1, 2023 to September 30, 2024?
\$604654

[] Unable to report total amount spent. Indicate reason:

Optional: Use this space to tell us any additional information about how funds were spent that is not captured in the items already reported. **Local Workforce Boards may choose to use CCDF Child Care Quality 4% funds to support evaluating and assessing the quality of child care programs, practice, or child development. The total reported includes statewide initiatives, such as the Planning for Individualized Instruction initiative as well as local Board initiative spending (i.e., CLASS observations and LENA Grow assessments).**

8.4 Progress Update

8.4.1 Progress Update - Evaluation and assessment of child care programs:

Evaluating and assessing the quality of child care programs and services, including evaluating how programs positively impact children.

Measurable indicators of progress the state/territory reported in section 7.7.2 of the FFY 2022-2024 CCDF Plan:

Note: The information displayed is from the most recent approved FFY2022-2024 CCDF Plan.

Effectiveness of Child Care Report

Section 7.7.1 describes the measures related to the Effectiveness of Child Care report. The most recent report is available at (<https://www.twc.texas.gov/students/child-care-program-evaluation-effectiveness>) <https://www.twc.texas.gov/students/child-care-program-evaluation-effectiveness>.

Boards also have their own measurements. The following are examples from some Board workforce areas:

- Increase CLASS scores (Evaluating Quality)
- Increase star levels (Tiered Quality Rating & Improvement System (QRIS))
- Increase infant and toddler slots (Infant and Toddler Quality Initiatives)
- Increase CLASS scores for infant and toddler classrooms (Infant and Toddler Quality Initiatives)

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 7.7.2 of the FFY 2022-2024 CCDF Plan: In FY 24, TWC reprocured the Planning for Individualized Instruction project, which is administered throughout the state, and it was granted to Teaching Strategies. At no cost, providers are provided developmentally appropriate tools that enable early childhood teachers to assess the development and learning of children ages birth to five years and to train caregivers on the assessment tools, data gathering, and reporting. This project helps teachers use assessment data to offer care and instruction that are individualized according to each child's strengths and needs.

Relevant measures include the following cumulative data for FY24:

- The number of child care providers participating: 518
- The number of early childhood teachers and administrators trained on the instructional and assessment tools: 1,672
- Appropriate gains in child development measures: 12,202 children assessed

TWC submits the Evaluation of the Effectiveness of Subsidized Child Care to the Texas Legislature in January every other year. The 2023-2024 report was submitted in January 2025 and is available online: <https://www.twc.texas.gov/sites/default/files/ogc/mtg24/commission-meeting-material-121024-item10-dp-cc-xpansion-initiative-fy25-twc.pdf>

TWC also monitors the Boards' CCDF quality expenditures and activities quarterly. The following activities were provided locally:

- Number of programs supported using a formal evaluation and/or assessment tool: 1,007
- Number of Texas Rising Star staff supported with formal evaluation and/or assessment tool training: 34

9) Supporting child care providers in the voluntary pursuit of accreditation

Goal: Support child care programs and FCCs in the voluntary pursuit of accreditation by a national accrediting body with demonstrated, valid, and reliable program standards of quality

9.1 Accreditation Support

9.1.1 Accreditation Support:

How many providers did the lead agency support in their pursuit of accreditation (e.g., financial incentives, technical assistance with the accreditation process, coaching/mentoring by accredited programs) during October 1, 2023 to September 30, 2024?

☒ Yes, providers were supported in their pursuit of accreditation

- a. Licensed center-based programs **64**
- b. License-exempt center-based programs **0**
- c. Licensed family child care homes **0**
- d. License-exempt family child care homes (care in providers' home) **0**
- e. Programs serving children who receive CCDF subsidy **64**

☐ No lead agency support given to providers in their pursuit of accreditation.

☐ N/A. Describe:

9.1.2 Spending – Accreditation Support:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

☒ Yes, if so which funding source(s) were used?

- ☒ CCDF quality funds
- ☐ Non-CCDF funds
- ☐ CARES funds
- ☐ CRRSA Funds
- ☐ ARP Supplemental Discretionary
- ☐ ARP Stabilization 10% set-aside
- ☐ Unable to report. Indicate reason:

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) on accreditation during October 1, 2023 to September 30, 2024? **\$77919**

☐ Unable to report total amount spent. Indicate reason:

Optional: Use this space to tell us any additional information about how funds were spent
Local Workforce Boards may choose to use CCDF Child Care Quality 4% funds to support accreditation (i.e., payment of accreditation fees). No statewide funds were used to support accreditation.

☐ No

9.2 Progress Update

9.2.1 Progress Update – Accreditation Support:

Supporting providers in the voluntary pursuit of accreditation.

Measurable indicators of progress the state/territory reported in section 7.8.2 of the FFY 2022-2024 CCDF Plan:

Note: The information displayed is from the most recent approved FFY2022-2024 CCDF Plan.

Boards report quarterly to TWC the number of providers that received services to help them attain or maintain national accreditation. The following represents the statewide total of those numbers for each of the past three years:

2018: 118 providers

2019: 135 providers

2020: 74 providers

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 7.8.2 of the FFY 2022-2024 CCDF Plan:

Boards report to TWC the number of providers who received services to help them attain or maintain national accreditation. In FY2024, 64 programs received financial supports such as reimbursement for accreditation fees, materials and equipment and conference registrations in order to obtain and/or retain national accreditation. Some programs may have received multiple supports. 8 Boards provided this support in FY24 with the majority exceeding their goal of the number of programs supported.

10) Supporting providers in the development or adoption of high-quality program standards related to health, mental health, nutrition, physical activity, and physical development

Goal: Assist programs to meet high-quality comprehensive program standards relating to health, mental health, nutrition, physical activity, and physical development

10.1 High-Quality Program Standards

10.1.1 High-Quality Program Standards:

How did the state or territory help providers develop or adopt high quality program standards during October 1, 2023 to September 30, 2024?

☒ QRIS, check which indicators the lead agency has established:

☒ Health, nutrition, and safety of child care settings

☒ Physical activity and physical development in child care settings

☐ Mental health of children

☒ Learning environment and curriculum

☒ Ratios and group size

☒ Staff/provider qualifications and professional development

☒ Teacher/provider-child relationships

☒ Teacher/provider instructional practices

☒ Family partnerships and family strengthening

☐ Other. Describe:

☐ Early Learning Guidelines

☐ State Framework. Describe

☐ Core Knowledge and Competencies

☐ Other. Describe

☐ N/A – did not help provider develop or adopt high quality program standards

10.1.2 Spending - High-Quality Program Standards:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

☐ Yes, if so which funding source(s) were used?

☐ CCDF quality funds

☐ Non-CCDF funds

- ☐ CARES funds
- ☐ CRRSA Funds
- ☐ ARP Supplemental Discretionary
- ☐ ARP Stabilization 10% set-aside
- ☐ Unable to report. Indicate reason:

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) to support providers in the development or adoption of high-quality program standards related to health, mental health, nutrition, physical activity, and physical development during October 1, 2023 to September 30, 2024? \$

- ☐ Unable to report total amount spent. Indicate reason:

Optional: Use this space to tell us any additional information about how funds were spent that is not captured in the items already reported.

☒ No

10.2 Progress Update

10.2.1 Progress Update - High-Quality Program Standards:

Supporting the development or adoption of high-quality program standards related to health, mental health, nutrition, physical activity, and physical development.

Measurable indicators of progress the state/territory reported in section 7.9.2 of the FFY 2022-2024 CCDF Plan:

Note: The information displayed is from the most recent approved FFY2022-2024 CCDF Plan.
Child Care by the Numbers

TWC released (<https://www.twc.texas.gov/programs/childcare-numbers>) Child Care by the Numbers, an overview of subsidized child care data since October 2014. The 86th Texas Legislature directed TWC to publish annual information on providers participating in Texas Rising Star as well as the number of children enrolled in Texas Rising Star programs. Child Care by the Numbers not only provides annual data but will also include quarterly updates for the most recent year and provide information at the state level and for each of the 28 Boards.

Continuous Quality-Improvement Plans

TWC is implementing continuous quality-improvement plans in 2021 and will internally evaluate that data to understand child care programs' strengths, needs, and trends related to Texas Rising Star standards. This will inform Texas Rising Star standards as well as TWC's investments and guidance related to quality-improvement supports, including funding and training.

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 7.9.2 of the FFY 2022-2024 CCDF Plan:

Some of the data for FY24 that be found on Child Care by Numbers includes:

- Average number of children served per day: 67,942 in non-Texas Rising Star providers and 81,151 in Texas Rising Star-certified providers**
- Average number of children in Texas Rising Star by Star Level: 6,249 in Two-Star providers, 26,493 in Three-Star providers, and 48,410 in Four-Star providers**
- Number of providers by Star Level: 545 are Two-Star, 1,571 are Three-Star, and 1,984 are Four-Star**

Texas Rising Star mentors support child care programs in implementing a continuous quality improvement plan (CQIP) prior to and during certification. These plans offer actionable goal setting and with prescribed action steps and resources to support them in achieving their quality improvement goals. 3,843 certified programs and 4,544 Entry Level programs had CQIPs in place.

11) Other activities to improve the quality of child care services

Goal: To improve the quality of child care programs and services related to outcomes measuring improved provider preparedness, child safety, child well-being, or kindergarten-entry

11.1 Sustainability funding to child care providers

11.1.1 Sustainability funding to child care providers:

Did the state or territory continue to provide stabilization grants to child care providers using funds other than the American Rescue Plan (ARP) Act Stabilization funds during October 1, 2023 to September 30, 2024?

☒ Yes. If yes, describe and check which types of providers were eligible and number served. On October 19, 2021, the Texas Workforce Commission (TWC) approved \$2.45 billion in American Rescue Plan Act Stabilization funds for direct relief to child care programs. On February 1, 2022, TWC approved \$1 billion more of stimulus funds (CARES and APRA Discretionary), bringing the total to \$3.45 billion. TWC accepted applications for the Child Care Relief Fund (CCRF) 2022 from March through May 31, 2022. Funds were distributed in four quarterly payments beginning in March 2022. Providers serving children with scholarships received an additional 5th payment to support them as the new requirement for all CCS providers to participate in Texas Rising Star was implemented. The deadline to expend CCRF funding was November 30, 2023.

☒ Licensed center-based programs **457**

☐ License-exempt center-based programs

☒ Licensed family child care homes **82**

☐ License-exempt family child care homes (care in providers' home)

☐ In-home (care in the child's own home)

☐ Other (explain)

☐ No.

☐ N/A. Describe:

11.1.2 Spending – Sustainability funding to child care providers:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

☒ Yes, if so which funding source(s) were used?

☐ CCDF quality funds

- ☐ Non-CCDF funds
- ☐ CARES funds
- ☐ CRRSA Funds
- ☒ ARP Supplemental Discretionary
- ☐ ARP Stabilization 10% set-aside
- ☐ Unable to report. Indicate reason:

☐ No

11.2 Data Systems Investment

11.2.1 Data Systems Investment:

Did the state/territory invest in data systems to support equitable access to child care (e.g., modernizing and maintaining systems; technology upgrades and data governance improvements to provide more transparent and updated information to parents; a workforce registry; updated QRIS systems; CCR&R updates; monitoring systems) from October 1, 2023 to September 30, 2024?

☒ Yes. Describe: **TWC invested in a new child care case management system which will allow Texas to implement new federal rules, including paying child care providers prospectively.**

☐ No

11.2.2 Spending - Data Systems Investment:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

☒ Yes, if so which funding source(s) were used?

- ☐ CCDF quality funds
- ☐ Non-CCDF funds
- ☐ CARES funds
- ☐ CRRSA Funds
- ☐ ARP Supplemental Discretionary
- ☐ ARP Stabilization 10% set-aside
- ☒ Unable to report. Indicate reason: **TWC expended \$7.2 million of CCDF non-quality funds for a new child care case management system which will allow Texas to implement new federal rules, including paying child care providers prospectively.**

☐ No

11.3 Supply and Demand Analysis

11.3.1 Supply and Demand Analysis:

Did the state/territory conduct an analysis of supply and demand or other needs assessment to identify areas of focus to build supply or target funding from October 1, 2023 to September 30, 2024?

☐ Yes. Describe findings:

☒ No

11.3.2 Spending - Supply and Demand Analysis:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

☐ Yes, if so which funding source(s) were used?

☐ CCDF quality funds

☐ Non-CCDF funds

☐ CARES funds

☐ CRRSA Funds

☐ ARP Supplemental Discretionary

☐ ARP Stabilization 10% set-aside

☐ Unable to report. Indicate reason:

☒ No

11.4 Supply and Demand Initiatives

11.4.1 Supply and Demand Initiatives:

Did the state/territory implement initiatives designed to address supply and demand issues related to child care deserts and/or vulnerable populations (such as infants and toddlers, children with disabilities, English language learners, and children who need child care during non-traditional hours) during October 1, 2023 to September 30, 2024? Check all that apply.

☒ Child care deserts

☒ Infants/toddlers

- ☐ Children with disabilities
- ☐ English language learners
- ☒ Children who need child care during non-traditional hours
- ☐ Other. Describe:

11.4.2 Spending - Supply and Demand Initiatives:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

☒ Yes, if so which funding source(s) were used?

- ☐ CCDF quality funds
- ☐ Non-CCDF funds
- ☐ CARES funds
- ☐ CRRSA Funds
- ☒ ARP Supplemental Discretionary
- ☐ ARP Stabilization 10% set-aside
- ☐ Unable to report. Indicate reason:

☐ No

11.5 Provider Compensation and Benefits

11.5.1 Spending - Provider Compensation and Benefits:

What compensation and benefits improvements did teachers/providers receive between October 1, 2023 and September 30, 2024 (check all that apply)? If indicated, how many providers received each type of support?

- ☐ Financial bonuses (not tied to education levels)
- ☒ Salary enhancements/wage supplements **15090**
- ☐ Health insurance coverage
- ☐ Dental insurance coverage
- ☐ Retirement benefits
- ☐ Loan Forgiveness programs
- ☐ Mental Health/Wellness programs
- ☒ Start up funds **1068**
- ☐ Other. Describe:
- ☐ N/A. Describe:

11.5.2 Spending - Provider Compensation and Benefits:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

☒ Yes, if so which funding source(s) were used?

☒ CCDF quality funds

☐ Non-CCDF funds

☐ CARES funds

☐ CRRSA Funds

☒ ARP Supplemental Discretionary

☐ ARP Stabilization 10% set-aside

☐ Unable to report. Indicate reason:

☐ No

11.6 Spending – Other Activities to Improve the Quality of Child Care Services

11.6.1 Spending – Other Activities to Improve the Quality of Child Care Services:

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) on other activities to improve the quality of child care services during October 1, 2023 to September 30, 2024? **\$141906535**

☐ Unable to report total amount spent. Indicate reason:

Optional: Use this space to tell us any additional information about how funds were spent that is not captured in the items already reported.

11.7 Progress Update

11.7.1 Progress Update – Other Activities to Improve the Quality of Child Care Services:

Other activities to improve the quality of child care services supported by outcome measures that improve provider preparedness, child safety, child well-being, or kindergarten-entry.

Measurable indicators of progress the state/territory reported in section 7.10.1 of the 2022-2024 CCDF Plan:

Note: The information displayed is from the most recent approved FFY2022-2024 CCDF Plan.

Shared Services

On November 2, 2021, the Commission approved \$28 million for Shared Services as follows:

\$22.2 million dedicated to support Shared Service Alliance. TWC will conduct a procurement to select Local Alliances. Each Locals will employ a Shared Services Coordinator who will oversee the development and implementation of Shared Services collaborations, models and strategies.

\$450,000 dedicated for national best practices support and technical assistance resources

\$450,000 dedicated for an evaluation

Apprenticeships

On June 29, 2021, TWC

(https://www.twc.texas.gov/files/twc/commission_meeting_material_06.29.21_item10_dp_2nd_tranche_crrsa_arpa_cc_funds.pdf) approved \$3 million to support the expansion of early childhood education registered apprenticeship programs. An addition \$450,000 was approved for program evaluation. Early childhood registered apprenticeship programs will assist in improving the education and training that child care workers receive, allowing them to improve their understanding of child development, and improve the quality of child care available. TWC's goal is to increase early childhood educators' effectiveness, increase their marketable value, increase the number of educators' in the field particularly in rural areas, improve child outcomes, and build the early childhood education workforce.

Business Coaches

In an effort to support the stability of the child care sector during the COVID-19 public health emergency and beyond, TWC is offering free business coaching to child care programs across the state funded through the Coronavirus Response and Relief Supplemental Appropriations Act (CRRSA). This initiative began in the summer of 2021 to ensure that child care providers are able to access Child Care Relief Funds as well as other resources and funding opportunities, and general training and education to strengthen their business. Business coaches help providers apply for state and federal stimulus funding, seek forgiveness on public and private loans where applicable, identify ways to increase revenue and decrease costs within 6 months, improve

marketing and sales, understand the tax system, and more. Coaching is available in the provider's preferred language and offered at their own pace. As of January 2022, over 1,250 providers had registered for one-on-one business coaching, representing about 10% of those eligible to apply for 2021 Child Care Relief Funding (stabilization grants). Of these, about 28% are home-based providers and 70% accept subsidies.

On March 8, 2022, the Commission (https://www.twc.texas.gov/files/twc/commission_meeting_material_03.08.22_item12_dp_6th_tranche_crrsa_arpa_projects.pdf) approved an additional \$15 million in CRRSA/ARPA funding to extend business coaching services through May 31, 2023.

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 7.10.2 of the 2022-2024 CCDF Plan: **With funding available through several COVID-19 related pieces of legislation, TWC implemented a number of initiatives related to kindergarten entry, provider preparedness, and supply-building.**

Pre-K Partnerships

On November 2, 2021, the Commission approved \$26 million of stimulus funds to support the expansion of prekindergarten (Pre-K) partnerships in Texas. TWC's Child Care & Early Learning Division hired two state-level staff and 25 regional Pre-K partnership staff (5 Regional Supervisors and 20 Pre-K Partnership Specialists) to support the expansion of Pre-K partnerships in Texas Rising Star Three- and Four-Star certified programs. Through this initiative, TWC worked to generate interest and increase the number of child care programs and LEAs in pre-k partnerships. Specific activities of TWC's Pre-K Partnership Department included identifying potential partners and informing them of the opportunity to partner, facilitating discussions between potential partners, developing partnership models that best support the unique needs of each community, providing support during partnership development, and coordinating efforts with stakeholders such as Local Workforce Development Boards, Education Service Centers, and early learning focused community groups.

TWC also provided eligible child care programs awards of up to \$25,000 for each new pre-k partnership classroom to assist with some of the costs associated with the new classroom, including: teacher compensation, curriculum, furniture, equipment, and training. Between June 2022 and June 2024, the TWC Pre-K Partnership Department assisted with the development of 81 formal and 52 informal pre-k partnerships. Additionally, TWC awarded a total of \$2,250,000 to 73 child care programs.

On April 19, 2022, the Commission approved \$2.4 million of stimulus funds for a partnership intermediary hub model piloted by TEA in collaboration with the Texas A&M University System (TAMUS). This strategy complemented the efforts of the TWC Pre-K Partnership Team by providing technical assistance and financial guidance to potential partners. In addition, TAMUS established communities of practice to share knowledge and troubleshoot challenges with other entities serving as partnership intermediaries.

In June 2023, House Bill 1615, 88th Texas Legislature, Regular Session (2023), was enacted. The bill requires TWC to collaborate with TEA to support pre-k partnerships with eligible child care programs. Building on TWC's Pre-K Partnership Expansion Initiative, which concluded on September 30, 2024, TWC continues to support the development of pre-k partnerships.

On October 1, 2024, the TWC Pre-K Partnership Department was restructured to meet the requirements under House Bill 1615, 88th Texas Legislature, Regular Session (2023). These changes involved reducing staff by fifty percent and redefining the pre-k partnerships regions. TWC's Child Care & Early Learning Division continues to employ two state-level staff members and 11 local pre-k partnership staff members (3 Regional Supervisors and 8 Pre-K Partnership Specialists) to support the expansion of pre-k partnerships. TWC also continues to provide eligible child care programs awards of up to \$25,000 for each new pre-k partnership classroom.

Lastly, the TAMUS will continue to assist with the development and expansion of pre-k partnerships by documenting potential funding models, developing a memorandum of understanding (MOU) template, and providing technical assistance to child care programs and LEAs such as support with MOU development, pre-k partnership finance, and Public Education Information Management System (PEIMS) data entry. In addition, TEA and TAMUS will use a portion of TWC funds to pilot an intermediary hub model to increase the number of pre-k partnerships. In this model, TEA and TAMUS will identify and support LEAs to serve as intermediaries which will establish pre-k partnerships with interested child care programs throughout the state.

Shared Services

In June and July 2022, TWC awarded four grants totaling approximately \$5.7 million to plan and implement Shared Services Alliances. The grantees: AVANCE, Inc.; Collaborative for Children; Pre-K 4 SA; and Texas Association for the Education of Young Children had approximately six months to plan their Alliance (including selecting the services they offer and recruiting members) and approximately 18 months to implement their Alliance. In May 2024, TWC extended the grants for a maximum of one year for all four grantees with an additional \$1.6

million. The grantees used the full grant period and the extension to create a sustainability plan. Each grantee is providing a different portfolio of services to different provider populations and geographic regions. The grantees plan to offer various services, including accounting support, marketing support, legal support, digital literacy support, human resources support, health benefits, and child care case management software. Additionally, TWC awarded approximately \$400,000 to Social and Environmental Entrepreneurs' Opportunities Exchange project (OppEx) to provide ongoing guidance and support to the Shared Services Alliance grantees. In May 2024, TWC extended the TA funding for one year with an additional \$200,000. OppEx is partnered with Children at Risk to provide professional development, peer support, individual technical assistance, creation of templates and other resources, and ongoing communication about and coordination with TWC's CCS.

Local Initiatives

In addition to state-level activities, Boards also reported local initiatives to create public-private prekindergarten partnerships and support shared services models. In FY 2024, these local initiatives supported shared services models for 304 providers and supported 17 Pre-K partnerships.

Capacity Building Initiatives

TWC approved \$219 million in CRRSA and ARPA funding to increase the number of high-quality home- and center-based child care providers for working parents in Texas through three capacity-building initiatives.

- **Child Care Navigators**

In February 2022, TWC approved \$1 million in stimulus funds to assist HHSC Child Care Regulation (CCR) in hiring five navigator positions to assist prospective new child care providers in understanding CCR's regulatory requirements, understanding how local ordinances may also need to be considered, and in accessing other resources available to assist new child care operations. In recognition of the demand for services and success of the team, TWC and partner agencies plan to increase funding with PDG B-5 Renewal Grant funds to grow the Navigator team.

- **Child Care Business Outreach**

On February 1, 2022, the Commission approved funding to support the child care industry by authorizing Boards to identify staff members or hire new staff members to focus on child care business outreach and support. Boards may use this child care industry support funding to expand business services resources that target business outreach support to the child care industry. As of April 2024, nearly \$10 million was allocated among the 26 Boards that applied for this funding.

- **Child Care Expansion Initiative (CCEI)**

The CCEI offered start-up funding to help expand the availability of child care in areas of the state that lack sufficient supply (child care deserts); for programs opening or expanding in partnership with a local employer; and, to expand the availability of infant care around the state. This project ended June 2024. TWC awarded over \$173 million to 1,068 providers to open 53,098 new child care seats proposed, including 14,670 new infant seats. 128 providers expanded in child care deserts; 260 providers increased infant capacity only, and 680 providers expanded in partnership with one or more employer. By June 2024, TWC had awarded 603 start-up awards totaling \$59.5 million. TWC also awarded \$113.4 million in Initial Operating awards to 831 providers for capacity expansion through this initiative. The final on the funding awarded by category and the proposed increase in slots is available:

<https://www.twc.texas.gov/programs/child-care/stimulus-resources>. Based on the success of the stimulus-funded CCEI and stakeholder input, TWC will competitively procure an entity to administer a new CCEI in FY'25 with regular CCDF dollars. This initiative will enable to TWC to continue to target funding to increase needed child care capacity in child care deserts or in partnership with employers or consortiums of employers.

- **Non-Traditional Care Research**

Additionally, TWC was selected to participate in the ACF-funded ECE-RISE project to receive technical assistance from Mathematica over an 18-month period. Through this project, TWC is partnering with HHSC CCR to build research capacity in the state and complete a research project exploring unmet needs for non-traditional hour care in the state. The project concluded in March 2024, and the findings were presented as a research poster at the National Research Conference on Early Childhood (NRCEC) in June 2024.

Business Coaching

In an effort to support the stability of the child care sector during the COVID-19 public health emergency and beyond, TWC is offering free business coaching to child care programs across the state funded through the Coronavirus Response and Relief Supplemental Appropriations Act (CRRSA). This initiative, which began in the summer of 2021 to ensure that child care providers are able to access Child Care Relief Funds as well as other resources and funding opportunities, and general training and education to strengthen their business, ended in May 2024. Business coaches helped providers apply for state and federal stimulus funding, seek forgiveness on public and private loans where applicable, identify ways to increase revenue and decrease costs within 6 months, improve marketing and sales, understand the tax system, and more. Coaching was available in the provider's preferred language and offered at their own pace. As of May 2024, over 2,900 providers registered for one-on-one business coaching. This represents about 20% of the licensed and registered child care providers in Texas. Of these,

about 35% are home-based providers and over 50% accept subsidies.

Wage Supplements

In 2024, through their quality 4% funding, Boards awarded wage supplements and other financial bonuses to child care program staff. 2,206 child care provider staff were provided a wage supplement or stipend tied to educational attainment, while 12,884 child care provider staff were provided a wage supplement or financial bonus that was geared towards staff retention.

12) Annual Report

Lead agencies must submit an annual report, as required at 45 CFR § 98.53(f) (4), describing any changes to lead agency regulations, enforcement mechanisms, or other lead agency policies addressing health and safety based on an annual review and assessment of serious child injuries and any deaths occurring in child care programs receiving CCDF, and in other regulated and unregulated child care centers and family child care homes, to the extent possible.

12.1 Annual Report and Changes

12.1.1 Annual Report:

Describe the annual review and assessment of serious injuries and any deaths occurring in child care programs receiving CCDF, and in other regulated and unregulated child care centers and family child care homes, to the extent possible. **TWC reviews the child fatality data for CCDF providers when it occurs and on an annual basis as part of the QPR development. TWC and Child Care Regulation (CCR) meet regularly to coordinate policy and operations. Data indicates that unregulated or illegal operations pose the biggest risk to children's health and safety. The most recent report can be found here: Child Safety Data for Licensed Day-Care Centers (<https://www.hhs.texas.gov/sites/default/files/documents/child-safety-data-licensed-day-care-march-2023.pdf>)**

12.1.2 Annual Report Changes:

Describe any changes to lead agency regulations, enforcement mechanisms, or other lead agency policies addressing health and safety based on the annual review and assessment. **In September 2024, CCR adopted new water safety rules as part of our implementation of HB 59 from the 88th legislative session. The rule additions with the greatest impact on the health and safety of children include:**

☒ At admission, if a child-care center or home allows a child to access a swimming pool, a parent is required to indicate whether the child is:

- ☐ Able to swim competently as defined by the American Red Cross; or
- ☐ Requires a personal flotation device because the child is unable to swim competently or is at risk of injury or death when swimming or otherwise accessing a body of water.

☒ Water safety training is required for child care center directors, child care home primary caregivers, and each employee who will accompany a child to a swimming pool.

☒ Before allowing a child, who is unable to swim competently or is at risk of injury or

death when swimming, to enter a swimming pool a child-care center or home is required to:

- o Provide the child with a Type I, II, or III United States Coast Guard approved personal flotation device (PFD) in good repair;
- o Ensure the child is wearing the PFD; and
- o Ensure the PFD is properly fitted and fastened for the child.